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ABSTRACT

The goals of this United Nations Children's Fund (UNICEF) kit are to present information about Indonesia, its problems and its needs and to describe how UNICEF helps improve children's lives. The materials consisting of a pamphlet, a booklet, an information sheet and a wall chart, are designed to be used in elementary or secondary school classrooms and in community programs. The pamphlet, "Indonesia Information Kit: Introduction and Guide," contains: (1) a suggested study guide; (2) learning activities for children, youth, and adults; (3) discussion questions; and (4) examples of an Indonesian recipe, a shadow-play, a song and a game, and a puzzle. The booklet, entitled "In Indonesia," provides information about the country's geography, history, and human development problems, along with a description of a UNICEF-assisted program. The kit also contains "Basic Facts about UNICEF" which features examples of this organization's assistance programs. A 15-item bibliography, pictures, and maps are included. (JHP)

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INDONESIAN INFORMATION KIT NO. 1036

by

United Nations Children's Fund (UNICEF)

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United States Committee for UNICEF
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INDONESIA
INFORMATION KIT
INTRODUCTION AND GUIDE

The Goals:

To create an understanding of how UNICEF helps improve the lives of children;

To further appreciation of the country, culture and people of Indonesia and to realize the problems they face;

To carry out an activity that will help raise funds for UNICEF-assisted programs.

The Materials:

Whether you are using this material in your classroom, religious group, or club and whether you are working with children, teens or adults, this material can be adapted to your needs.

The folder "In Indonesia" is the core element of this packet. It provides background on the country's geography, history, and human development problems. A description of a UNICEF-assisted program is included, along with a cost breakdown of some of the supplies UNICEF is providing. The article on page 5 of the folder, "How the Poor Village of Binangun Feeds Its Children" can be rewritten as a feature article in your local newspaper.

The kit also contains a photo wallsheet, a bibliography and information on how UNICEF works worldwide.

THIS INTRODUCTORY PAMPHLET CONTAINS A POSSIBLE STUDY GUIDE AND SUGGESTED ACTIVITIES TO HELP LEARN ABOUT INDONESIA, PLUS AN INDONESIAN SONG, GAME, CRAFTS, AND RECIPE, AND A CROSSWORD PUZZLE.

POSSIBLE STUDY GUIDE

Suggested sequence of your study

Topic - Indonesia and UNICEF (pages indicate where information can be found in the folder "In Indonesia").

Introduction - Locate Indonesia on a globe or a large map of the world. Hang up the Indonesia wallsheet, pointing out the map of the country and the photos of its people. Discuss the climate, geography (page 2) and the people's appearance.

History - Imagine what life might have been like in Indonesia during the following times: 2500 B.C., 1500's, 1800's, early 1900's (page 2).

Country Data - Discuss the government, economy and religions of Indonesia. Check the "see-at-a-glance" section on page 3.

Current Needs - Discuss the need for pure water, health care, and better nutrition and why these are so necessary for growing children (pages 4 and 5).

For more information about Indonesia, check a school or community library. The enclosed bibliography suggests some source material.

A color slide set (20 slides), "UNICEF in Indonesia," depicts scenes of the country and people as well as UNICEF-aided child nutrition programs. The set can be obtained from the U.S. Committee for UNICEF. Cost: $3.00.

For additional information, contact your local UNICEF committee or write: Group Programs, U.S. Committee for UNICEF, 331 East 38th Street, New York, NY 10016.

SUGGESTED ACTIVITIES

Although the following activities are divided into age groups, some may be adapted to all age levels. Read each section and decide which you can use.

...For Children

1. Trace the outlines of the major islands of Indonesia. Using colored crayons, draw in the oceans, seas, forests, mountains and savannah areas. Paste on the drawing cutouts of volcanoes and products of Indonesia such as rubber, spices, tea, rice and coffee, in the areas where they grow.

2. Assemble jars of spices such as nutmeg, pepper and clove. Have each child smell the spices and discuss their present and past uses. If available, collect samples of spices in their original form.

3. Visit a zoo or botanical garden if you have access to one. Identify the animals and plants that inhabit Indonesia. Draw pictures of them.

4. Write an essay, describing one day in the life of an Indonesian boy or girl. Possible names for boys are: Rachmat, Bambam or Ali. Possible names for girls are: Srikanoi, Enbana and Tati. How are the lives of Indonesian children similar to those of children in the U.S.? How are they different?

5. Have the children pretend they are Marco Polo visiting the "Spice Islands" and write a letter home describing what they see on the visit.

6. Plan an Indonesia party! Learn the song and game and prepare the recipe for Sweet Potato Rings described in this folder. Ask your local travel agents for posters of Indonesia and check your library for records of Indonesian music.

7. Make shadow puppets and put on a shadow play. See page 6 in this folder for instructions.

...For Teens and Adults

1. Present the Indonesia slide show to your group. Read the script provided or write your own.

2. Invite a student from Indonesia to talk about his or her country. If you know someone who has visited Indonesia, ask them to show slides and tell about what they saw there.

3. Prepare an exhibit on Indonesia for your school, church or library, including the photo wallsheet from this kit.

4. Islam is the major religion of Indonesia. Prepare a report on the Muslim religion and its influence on Indonesia's people.

5. Invite a local craftsman to teach your group how to batik. Try making a batik scarf or T-shirt. You can sell them and donate the proceeds to UNICEF.

6. The Java Man was a major archeological discovery. Research Indonesia's ancient history and prepare a report, including photographs of monuments and temples.

7. Compile a "Who's Who" in Indonesia today, listing the important government leaders, writers and artists.

8. Hold a "Foods of Indonesia" party and donate the proceeds to UNICEF by charging admission . Collect as many teas and spices from Indonesia as you can find. Serve the tea. Display the spices and label their uses.

9. Invite a professor from your local college to lecture on art and dance in Bali and Java.

SOME POINTS FOR DISCUSSION

1. There are more than 13,000 islands in Indonesia. What problems would there be if states in this country were islands separated by hundreds of miles of water? How would that affect communication and transportation?

2. Indonesia has been independent only since 1945. What was the United States like after it became independent? Did it have advantages that Indonesia does not?

3. Look over UNICEF's supply list on page 6 of the Indonesia folder. Discuss the importance of each of these items.

4. Discuss the idea of "self-help" and how this is being used in UNICEF-aided nutrition projects.

5. Disease is often caused by poor nutrition, which can be the result of little or no knowledge about proper diets. Discuss the importance of education in health and nutrition. How does UNICEF help?

6. In some parts of Indonesia, all the relatives of a family live together in a large house and share the work and food. How is this different from the United States?

7. Fighting serious diseases and malnutrition in children is a major task for the Indonesian government, assisted by UNICEF. How do you think this cooperation affects the program's success?

RECIPE

KUWEH TJINTJIN (Sweet Potato Rings)

2 cups of mashed sweet potatoes
1 tablespoon of cornstarch
2 eggs

Mix ingredients. Shape into rings about the size

(continued on next page)

RECIPE (continued)

of a medium-sized orange. Heat in a deep frying pan enough oil to cover the rings,(Peanut oil comes closest to the flavor of Indonesian oil). Drop two or three rings at a time into the boiling oil. Each must be completely immersed. Leave in fat just long enough to become crispy on the outside (about three or four minutes). Remove and drain on paper. Serve warm with maple syrup.

HOW TO STAGE A SHADOW PLAY

Whenever there is an important holiday or celebration in Indonesia, there is sure to be a Wayang Kulit, or shadow play. Sometimes a puppeteer or dalang will operate as many as 100 puppets. The dalang sits behind a thin curtain and operates the puppet with one hand. A light shines on the puppets so that they cast shadows on the curtain, which the audience sees. The play usually begins at sundown and often lasts past midnight.

To make your own Wayang puppet, you'll need:

2 sheets of heavy cardboard
1 spool of bead wire
2 19-inch flat sticks
4 19-inch lengths of coat hanger wire
a variety of poster paints

Enlarge the figure (above) to 19 inches, and trace on heavy cardboard. Punch holes where indicated. Attach the arm pieces with wire to the body, and then paint the puppet, using decorative patterns. Tape the sticks on the back of the figure for strength. Use the coat hanger wire as arm guides by piercing a hole in each hand of the puppet and looping the wire through.

GAME-SONG

Ular Naga means "the Dragon." It is a singing game especially popular in West Java.

First learn the song well so that you can sing it fast. Then the players stand in line, single file, each holding the waist of the player in front. As everyone sings, the line of players moves around the room. As soon as the song is finished, the head of the dragon -- the first person in line -- chases the tail of the dragon -- the last person. Without letting go, the tail tries not to get caught. If the tail is caught, the game stops and the tail goes to the front of the line.

ULAR NAGA (The Dragon)
Tr. by Francine Wickes
Folk Song from Indonesia
U - lar na - ga pan - djang - nja bu - kah ka - pa - lang.
See the dra - gon long and fierce, ter - ri - ble is he.
Man - dja - lar - dja - lar sa - ta - lu ki - an ka - ma - ri. Um - pan jang la - sat i - tu
Here and there he twists and turns, as you all can see. Pray that's good to eat he
Ish di - tje - ri, I - ni di - a - nja jang ter - ba - ik - kang.
seems to - lack, Here he's found it too, at the va - ry back.

ANSWERS TO PUZZLE

Across: 2. Islam; 4. Suharto; 5. Bali; 6. rice; 7. batik; 8. Dutch; 9. team; 10. adat; 12. vita-min; 13. kampong; 14. iron.
Down: 1. rupiah; 2. iodine; 3. malnutrition; 4. soybean 5. be; 11. Asia.

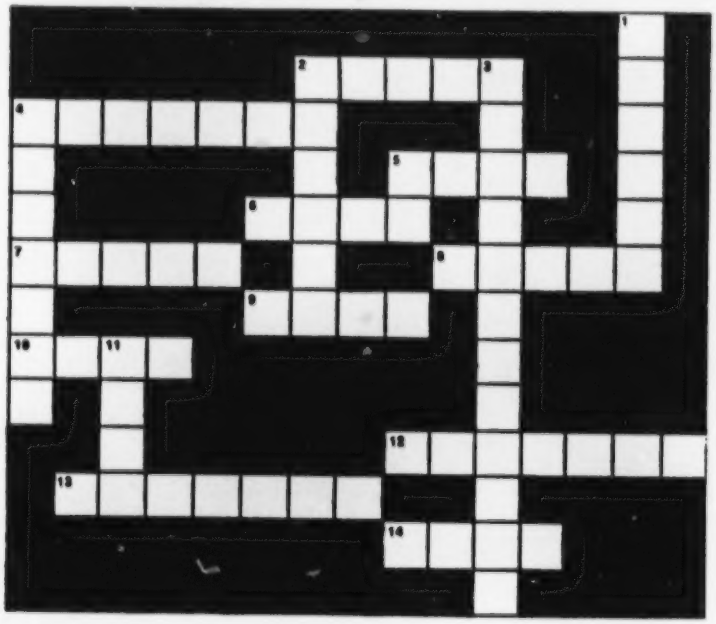
PUZZLE

Across

2. major religion of Indonesia
4. president of Indonesia today
5. exotic island
6. major food in typical Indonesian diet
7. famous Indonesian craft, using waxing and dyeing
8. Indonesia was once a _____ colony
9. a group of people working together
10. Indonesian word for a system of cooperation
12. children need _____ A in their diets to prevent blindness
13. Indonesian word for crowded city neighborhood
14. UNICEF supplies _____ tablets to mothers and children to prevent anemia

Down

1. unit of currency in Indonesia
2. lack of this substance leads to goiter, a condition UNICEF helps to prevent in infants and children
3. this is the major problem facing Indonesia's children
4. a chief agricultural product in Indonesia
5. Hamlet said it: "to ___ or not to ___."
11. continent Indonesia is a part of



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YOU CAN SUPPORT A **UNICEF** PROJECT

IN INDONESIA

The fifth most populated country- 13,600 islands between the Indian and Pacific Oceans

The tropical islands of Indonesia are rich in beauty and natural resources. More than 150 million people from dozens of different ethnic groups live there, and half of them are under 20 years of age.
ICEF 6860/Matheson

Indonesia, in Southeast Asia, consists of 13,600 islands, along the equator, which extend farther than the distance between Maine and California. This nation has an ancient history, and for more than 200 years it was a Dutch colony known as the Netherlands East Indies. Today it is an independent nation ranking fifth in world population; it is one of the world's richest countries in natural resources. However it is also a nation of very poor people with per capita incomes under $80.

Diversity marks the Indonesian people, who include tradition-bound villagers, Stone-Age tribal people and Western-educated urbanites. They live on 6,000 of the tropical islands, in mountain hideaways, in crowded cities, and on remote plantations. To us, the names of their island homes—Java, Sumatra, Borneo, Bali—are synonymous with the faraway and exotic. The islands are strangely beautiful, but the realities of life are harsh.

The children, especially those living in crowded urban *kampongs* and in the rural areas of remote islands, are of special concern. Many problems face them: unclean water, poor sanitation, limited educational opportunities, inadequate nutrition, and disease.

Indonesia: a geography and history lesson

With 152 million people living in an area equal to the United States east of the Mississippi River, Indonesia is Southeast Asia's largest nation in both population and size. Its islands—the most expansive group in the world—streich along the equator from the southern tip of mainland Asia to the northern coast of Australia. Sharing land borders with Malaysia, Portuguese Timor and New Guinea, they form a crescent over 3,400 miles long.

The largest, most populated islands are Java, Sumatra, Sulawesi, and the southern part of Borneo, called Kalimantan. Known as the Greater Sunda Islands, they form a natural barrier between the Indian and Pacific Oceans; historically, the straits between these islands have been important in trade and military matters. Other major territorial regions include the Lesser Sunda Islands, of which exotic Bali is a part; the Moluccas, made famous centuries ago as the Spice Islands; and the western half of New Guinea, called Irian Jaya.

Indonesia's climate is tropical, not and humid, with wet and dry seasons caused largely by two major monsoon winds. The year-round temperature is between 85 and 95 degrees, F., except in the cooler mountain highlands. Tropical rain forests, fertile farmlands, low coastal swamps, rich grazing land, and even the islands' 60 active volcanoes are other geographical features that naturally contribute to the nation's profitable agricultural and forest industries.

Flora and Fauna. From crocodiles and lizards swimming in swamps to the water buffalo tredding through farms where the great python destroys field mice, Indonesia abounds with wildlife. The leopard, wild pig, rhinoceros, tiger, fox, ape, monkey, deer, rat, elephant, and squirrel all make their home on the islands. Hundreds of species of birds—such as the jungle fowl, green peacock and bird of paradise—are also familiar island inhabitants, while crab, lobster and thousands of unusual fish abound in coastal waters and rivers. Tropical rain forests with bamboo, rattan and rubber trees cover two-thirds of the island territory, which has—in addition—some 5,000 families of luxuriant plants and flowers as well as teak and ebony forests.

Early History. Over a million years ago, one of the earliest human beings lived on the island of Java. While this so-called Java Man was probably Indonesia's first inhabitant, it wasn't until 2500 BC that peoples from mainland Asia began to migrate and settle in the area. Nearly 2000 years ago, Indian traders and Buddhist monks brought their religions to the islands. A Buddhist kingdom ruled Sumatra from the 7th to the 12th centuries, and in the 1300's, power shifted to a Hindu kingdom on Java.

It was, in fact, an unusual combination of trade and religion that ultimately influenced the course of Indonesia's history. During the early 1400's, the port kingdom of Melaka (now part of Malaysia), gained control of the trading route through the Strait of Malacca, between Malaya and Sumatra. Melaka then became a major trading power, and when its ruler converted to Islam, the religion spread to various regions of Indonesia.

From the time of Marco Polo's first visit in 1292, Europeans travelled to Indonesia in search of cloves and other spices found in the Moluccas—or Spice Islands. In 1511, the Portuguese captured Melaka, built a fort there, and quickly gained control of the rich spice trade. The Dutch soon challenged their dominance, however, by forming the Dutch East Indies Company in 1602. Within the next century the Company became the undisputed ruler of all the islands making up present-day Indonesia. In 1799, the government of the Netherlands assumed control of the territory. During 300 years of Dutch dominance (interrupted only once, by a short period of British rule at the time of the Napoleonic Wars), the Dutch East Indies were developed into one of the world's richest colonial possessions.

Independence. In the first decade of the 20th century, Indonesians began to push for independence, and between World Wars I and II the nationalist movement expanded rapidly. It was led by a small group of young professional men and students, some of whom were educated in the Netherlands. Several were imprisoned for many years because of their political activities. Then, during World War II, Japanese armed forces occupied Indonesia and imprisoned many Dutch people. On August 17, 1945, three days after the Japanese surrender, the Indonesian nationalists, led by a man named Sukarno, declared Indonesia an independent nation.

But the Netherlands would not give up the colony, and for four years the Dutch and Indonesians bitterly fought each other. Finally, warfare and negotiations produced a settlement in favor of independence in 1949. In 1950, Indonesia joined the United Nations as the 60th member nation. Sukarno became the country's first president, and he immediately faced serious problems of Indonesian unity. Some people not living in Java—which has three-fifths of the nation's people and more than 60 percent of the cultivated land—felt that the central government treated them unfairly, and they tried to break away to form separate nations.

During the early 1960's, as Sukarno was declared president for life, the strength of Indonesia's Communist party grew rapidly. Then, in 1965, a group of army officers tried to seize power. Rival forces led by Lt. General Suharto quickly defeated them, but months of violence followed. President Sukarno's support eroded, and in March 1966, key political and military powers were transferred to General Suharto. Suharto was elected president in 1968, and he still leads the country today.

Indonesia today

Ninety-five out of every hundred Indonesians belong to a group of dark-eyed, dark-skinned people called Malays. Among the Malay people are different subgroups which have their own dialects and distinct ways of life. Three cultures predominate. Hindus and Buddhists follow their ancient traditions in the inland areas of Java and Bali. The Balinese people's distinctive art, dance and drama, along with their island's great natural beauty, have made Bali world famous.

Islamic culture thrives among the people on the island coasts, who fish and trade and make up most of the business class. Tribes untouched by modern industrial ways live in the mountainous interior regions, maintaining themselves by hunting and subsistence agriculture. Ninety percent of the people are Moslems—making up the largest Moslem group in any one country—and the remaining 10 percent are Christian, Hindu, Buddhist or followers of ancient tribal religions. The Constitution guarantees freedom of religion. More than 250 languages are spoken in Indonesia. Since independence, however, Bahasa Indonesian (a form of Malay) has been the official language, and it is used everywhere but in the most remote villages. English is taught in the schools.

Making a Living. In the rural areas, where about 85 percent of Indonesia's people live, the rhythms of agricultural life prevail. Some people work on large plantations, where they grow rubber and tea for export. Others labor on small farms, trading their vegetables and fruits at outdoor village markets.

Indonesia's terraced fields of rice produce such abundant crops that the country is one of the world's leading rice producers. Ornately carved granaries store the harvested grain, the Indonesian people's main food.

Only about one-tenth of the country's workers earn their living through manufacturing. They work primarily at processing farm products and making handicrafts, created in small workshops or in their homes. One of the most familiar Indonesian products is *batik*, beautifully colored cloth with dramatic patterns made by waxing and dyeing. People also fish and work at lumbering in the forests, while others are traders, miners and shopkeepers.

Cities and Towns. Indonesia has more cities and towns than any other country in Southeast Asia. They attract people from rural villages who want to work in offices, factories, and shops rather than farm, and since 1945 overcrowding has become a serious problem. The largest and most important cities are on Java. Jakarta, the capital, has wide, traffic-filled streets lined with office buildings, shops, museums, and Western-style housing. It also has many *kampongs*, crowded neighborhoods of houses made of bamboo and thatch. Other important cities are Surabaya and Bandung.

Indonesia is one of the world's leading rice-producing countries, and rice is one of the most important foods in the Indonesian diet. These men, women and children from a village in West Java are working together in a paddy center to stack the harvest. *ICEF 4608/Ling*

How People Live. In the rural villages many people live in houses made of bamboo and wood, with earthen floors and roofs made of palm leaves. Except in Java, where houses are built on the ground, most traditional houses rest on stilts six feet high, and families use the ground space underneath to keep chickens and cattle and for storage. Some tribal groups build long houses in which as many as 100 persons live.

Most of village life is controlled by *adat*, a system of local customs which stresses cooperation. Villagers often settle their disputes by long, open discussions.

Indonesians eat a great deal of rice, serving it with fish, meat, vegetables and hot spices, sometimes wrapping it in banana or coconut leaves. City people enjoy a more varied diet than their rural cousins, because of their access to Chinese and Western foods. In the villages people frequently celebrate special events with ceremonial feasts.

Republic of Indonesia see-at-glance profile

GEOGRAPHY
Area: 735,268 square miles (13,600 islands)
Capital: Jakarta

PEOPLE
Population: 152.5 million (1979)
Religions: Islam, Christianity, animism, Hinduism, Buddhism
Official Language: Bahasa Indonesian
Literacy: 60%
Life Expectancy: male—52
female—53
Medical Assistance: population per physician (1978)—14,000

GOVERNMENT
Type: Independent republic
Date of Independence: August 17, 1945
Branches: Executive—President (chief of state and head of government elected by People's Consultative Assembly of 920 members)
Legislative—Parliament (460 members)
Judicial—Supreme Court
Suffrage: universal, voting age 17
Political Divisions: 27 provinces
Flag: Two horizontal bars, one red and one white

ECONOMY
Basic Unit of Currency: Rupiah, 623 rupiahs = US $1.00
Per Capita Income: $80-$110
Agricultural Products: sugar cane, tea, coffee, hemp, tobacco, rice, corn, cassava, fruits and vegetables, peanuts, soybeans, copra, palm oil, sisal, rubber
Industrial Products: tires, glass, cement, textiles, soap, handicrafts
Natural Resources: oil, tin, coal, bauxite, manganese, nickel, forests, natural gas, diamonds, gold, silver, iron

UNICEF in Indonesia

UNICEF is very much at home in the island nation of Indonesia, where the number of children born in one year—about five to six million—equals the entire population of some of the world's greatest cities. Helping to meet the urgent needs of these children—and their 60 million brothers and sisters under age 14—is a challenge UNICEF has accepted since 1948. From that time, substantial progress has been made in the fields of health, education, nutrition, clean water and rehabilitation, but critical problems still exist, with over one-third of Indonesia's people living in extreme poverty.

Children's Needs, UNICEF's Response. Eighty-five percent of Indonesia's primary-school age children now attend school, but traditional attitudes towards education keep some children at home, and so does the need for their labor to supplement family incomes. The educational system itself suffers from a shortage of schools, teachers and books, but progress is being made with UNICEF's help. Materials for publishing textbooks, audiovisual aids, vocational training, and non-formal education in basic literacy are just a few examples of UNICEF aid to education in Indonesia.

In the area of safe water and sanitation, UNICEF's work is even more vital and necessary, for nine out of 10 rural Indonesians have no clean water supply and 10 million children live in cities where polluted wells are the only source of water. Cholera, typhoid, diarrhea and other water-borne diseases are among the primary causes of infant death. To ease these unsafe water conditions—the cause of numerous health problems—UNICEF provides handpumps, piped water systems, rain water collectors and technical assistance to Indonesia's national water supply program.

Poor health, especially in children and mothers, is clearly one of the nation's gravest problems. With UNICEF assistance, the government has responded to this situation by establishing hospitals, health stations, and mother and child centers from which immunization and other health programs can be carried out. But because the overwhelming majority of people live in remote rural areas, special efforts are necessary to reach the nation's most vulnerable children and mothers. To help ensure their good health and well-being, UNICEF assistance is directed to training local community leaders as health visitors, nurses and midwives. Equipment, supplies and medicines are also provided by UNICEF, and grade school teachers have been trained to monitor children's health.

Nutrition: A Top Priority.
The problems Indonesia's children face—poor health, lack of education, disease caused by unsafe water—are indeed grave. Yet another problem area overshadows all others. This is the misery caused by malnutrition. A serious obstacle to children's health and development in every part of the world, malnutrition in Indonesia produces tragic results. Each year it leads to death, blindness, chronic illness, and physical and mental retardation in millions of Indonesian children. Four specific nutritional conditions cause the most serious problems to preschool children as well as pregnant and nursing mothers. They are protein-calorie malnutrition, nutritional anemia, goiter, and vitamin A deficiency.

This seven-year-old girl in Central Java is taking care of her baby brother while her parents work in the fields. The Indonesian Government, with UNICEF aid, is training child welfare workers, who try to increase the educational and social opportunities for children.
ICEF 4591/Ling

UNICEF assistance to nutrition activities in Indonesia aims at reducing and preventing these conditions through several projects. The first is the Family Nutrition Improvement Program which operates in 19,000 villages. In each of these projects, trained volunteers test children and mothers for nutritional deficiencies, and, when necessary, dispense vitamin and mineral supplements. UNICEF supplies weighing scales and growth charts; nutrition first aid kits with vitamin A capsules, oral rehydration salts and iron tablets; nutrition manuals and posters; and seeds and tools for vegetable and fruit gardens.

To tackle the health problem of nutritional anemia—affecting 70 percent of pregnant women and 40 percent of preschoolers—UNICEF provides iron supplementation tablets and is developing a program to add iron and salt to food in daily diets. The lack of salt and iodine in the typical Indonesian diet is a critical factor leading to goiter. This condition affects 12 million people, severely affects the growth of children, and leads to a form of physical and mental retardation at birth called cretinism. Fortunately, goiter can be prevented and treated by eating seafood and by supplementing table salt and drinking water with iodine. To help those children and mothers living in areas where goiter is prevalent, UNICEF assists the government's salt iodation and iodinated oil injection projects.

Like goiter, vitamin A deficiency is another nationwide problem in Indonesia, but the results are far more tragic. It is estimated that between 45,000 and 90,000 children become blind each year due to lack of vitamin A in their diets, and one-half of all Indonesian children develop clinical xerophthalmia—the disease that leads to such blindness when untreated—before age five. With UNICEF assistance, the government is distributing high dose vitamin A capsules to some 10 million children.

How You Can Help! You and members of your school, club, congregation or community can help to support these UNICEF-assisted nutrition projects in Indonesia. On the last page of this folder, you can see just how much good your contributions to UNICEF— large and small—can mean. You *can* make a difference!

On the island of Java

How the poor village of Binangun feeds its children

by Dirk Rietbergen
UNICEF Assistant Information Officer in Indonesia

Thirty children and their mothers have just come to the community center here in Binangun to get their first supply of supplementary food provided under a new nutrition program—the *Taman Gizi* program which, literally translated, means nutrition garden. This is part of a new nationwide Nutrition Improvement Program launched by the Government of Indonesia after many years of planning, training of nutrition volunteers and a trial run in 100 villages.

Binangun is a small village in the hills of the Sidoarjo district, one of the poorest regions in southeast Java. During the past years, however, the situation of this village has improved considerably. Water from a well in the mountains is now piped to taps along the main road and a public toilet has been built nearby.

Another important improvement is the supplementary food program for children set up by the regional and national governments with assistance from UNICEF. Under it, all children under age six have been weighed and measured during the last few months.

Thirty children who are far below average size and weight will now get additional food at the center twice a week for a period of four months. On other days they receive a supply of food to be prepared by their mothers at home. This morning they all ate rice, *tahu* (a soybean cake), green beans and an egg—a well balanced meal of cheap, locally available ingredients. For the next two days the mothers will receive a small bag of food to prepare at home. One bag contains some coconut, an egg, *kacang hijau* (a small green bean) and some sugar. The other bag contains milk powder, soya beans and a number of small fishes.

These children are lucky—they're drinking vitamin-rich milk supplied by UNICEF so they can maintain good nutrition. Under the nutrition improvement program now operating in Binangun, the village's youngest children will get a head start on good nutrition and good health.
ICEF 2558

At the community center mothers learn how to prepare nutritionally balanced meals for their children. Each time, some of the mothers are invited to assist with the cooking, so that they can learn by doing. The instructors are other women who have received 10 days' training in a family welfare center.

Binangun is a poor village where rice and soybean cultivation are the only occupations for the people. Now these mothers will be able to learn how to prepare nutritionally balanced meals for their families.
ICEF 4601/Ling

Preparing for the Program. Before a *Taman Gizi* program begins in a district, women volunteers from each village receive a short training course in good nutrition. This consists of lessons in child-weighing and what can be learned about a child's health from its weight, the value of different kinds of food and, most important, how to motivate villagers to participate in the nutrition program.

When the program begins in a village, the nutrition volunteers try to motivate the mothers to bring their children to the community center once a month. Each child's weight is marked on a growth chart that indicates what, more or less, the weight of a healthy child should be. If, after 60 days, a child does not gain sufficient weight, a member of the Health Center Nutrition Team or the local nutrition volunteer visits the child's home and discusses how to improve the meals with the mother. This is one of the main duties of the nutrition volunteers. They also make special efforts to encourage mothers to breast-feed their babies.

Self-Help makes a difference. It is easy to tell people what they should feed their children, but that does not help them unless they also have the means and opportunity to grow or obtain the right kinds of food. The local government is, therefore, looking for new ways to make it possible for people to improve their incomes and food production.

In Binangun a home garden pilot project now shows villagers what vegetables they can easily grow near their homes. A small fish pond has also been built, and one of the farmers has started a poultry farm to get more eggs to the local market. The national government has also paid for a model sanitary installation consisting of a private place for bathing and washing.

Binangun is not an average Indonesian village, but it is not exceptional either. Some other villages also have self-help and government-assisted programs in several fields. These projects have begun only recently, but for Binangun's enthusiastic villagers, they have already made a big difference.

Cost of UNICEF Aid Child Nutrition in Indonesia

By far the largest contribution to any long-term project that UNICEF aids comes from the assisted country itself. Indonesia has a substantial role in making important commitments of staff, building materials, locally available supplies and funds. The citizens of the assisted communities themselves should be involved in all aspects of the program. The willingness of the people to volunteer their labor to build a school, dig a well, and to give of their time to help run a day care center is the important element that often spells the difference between success and failure.

In addition to UNICEF's help in planning the program and training staff, UNICEF is sending a variety of equipment and supplies needed to implement the program—most of them not available locally and vital to the effectiveness of the program. Here are some of the materials UNICEF is supplying.

The funds you raise can provide:

15¢ A nasal feeding tube for a seriously malnourished child
48¢ Enough oral rehydration salts to restore the health of six seriously dehydrated children
67¢ A pound of fortified dried skim milk powder
$1.00 A pound of pea seeds or seven packets of lettuce seeds for a school or community vegetable garden
$2.00 Enough high-dose vitamin A capsules so that 100 toddlers can be protected from nutritionally caused blindness for one year
$5.00 Baby fish to stock a pond for a potential protein supply for a rural community
$17.90 Junior-size garden equipment—rake, hoe, spade, water hose, and wire—for a school nutrition program to teach children how to grow and eat more nutritious vegetables
$29.00 A midwifery kit for a village birth attendant, who also teaches mothers the importance of good prenatal nutrition
$48.00 A brooder for 50 baby chicks, a grill-type feeder for 30 hens and mesh poultry netting for chicken coops on a rural community's poultry farm

Unsafe water is a problem for Indonesians in cities and rural areas, causing them to suffer from such water-borne diseases as cholera and typhoid. UNICEF is helping the Indonesian Government with a national water supply program. *UNICEF Photo by Danois*

$70.00 A nutrition first aid kit for a village volunteer consisting of 250 packets of oral rehydration salts, eight bottles of high-dose vitamin A capsules, 10 bottles of iron tablets, and one height measurer
$152.00 Hand pumps for two primary schools so that demonstration school garden plots can be irrigated
$311.50 A set of applied nutrition equipment so that nutrition workers can teach classes of rural mothers how to cook better-balanced meals
$1,200. A community well providing clean drinking water for a village of 100 families
$2,000. Enough high-dose vitamin A capsules to protect 100,000 Indonesian children from nutritionally-caused blindness for one year
$10,000. Training for field-level education officers and social welfare personnel to promote some 20,000 village vegetable gardens by teaching children and mothers how to produce and consume nutritious vegetables. Cost includes instruction leaflets and motivational materials
$40,000. A complete unit containing equipment and supplies for the iodation of salt. This will increase the amount of iodine in the diets of children suffering from iodine deficiency. Its result—goiter—is a major nutritional problem for Indonesian infants and children

Eighty-five percent of Indonesia's people live in rural areas, and the future of most young Indonesians is still tied to the soil. To insure a healthy adulthood UNICEF helps teach people better ways of growing vegetables and fruits.
ICEF 6861/Matheson

A midwife on Bali visits families with young children as part of her job. Because Indonesia has one of the highest birth rates in the world, the government gives priority to training nurse-midwives and visiting health workers who teach mothers simple health measures. *ICEF 3870/Ling*

BASIC FACTS about UNICEF

ICEF 5876/Breetveld

ICEF 4913/Kraus

How UNICEF Works for the Children of the World

UNICEF's primary objective is to help the children who are in the greatest need—the poorest of the poor. Since the first five years of life are when children are most vulnerable and need special attention, a major and continuing priority is given by UNICEF to the young child. However, in many instances, UNICEF assists measures which indirectly benefit the young child by helping mothers, families and communities.

UNICEF aid is targeted mainly to developing countries with a per capita Gross National Product (GNP) under $600. In most cases the GNP is considerably less than this amount. Special emphasis is placed on the least developed countries, newly independent countries, and those with special circumstances needing higher assistance.

Most of UNICEF's assistance is devoted to long-term programs aimed at the establishment of basic services that will bring lasting help to children.

Three major types of cooperation characterize UNICEF's work:

1) assistance in planning and design of services for children;

2) delivery of supplies and equipment for these services;

3) provision of stipends for the training of personnel needed to work with and for children (teachers, nutritionists, health and sanitation workers, social workers, community leaders, etc.).

Child Health

1. In some developing countries 50 percent of all deaths occur among children under the age of five.

2. Some four-fifths of the world's population living mainly in rural areas and urban slums has no access to any permanent form of health care.

3. It is estimated that up to 80 percent of the world's cases of disease are traceable to impure water and lack of sanitary facilities.

In 1978 UNICEF:

—supplied vaccines and medicines for tuberculosis, diphtheria, pertussis, tetanus, measles, polio, malaria, leprosy and trachoma to protect and treat millions of children.

—provided technical supplies and equipment for 40,700 health centers of various kinds—hospitals, urban and rural health centers.

—assisted programs to supply clean water and improved sanitation in 77 countries. Some 8.7 million people (roughly 45 percent of them children) benefited from over 28,500 pure water supply systems.

Assistance to maternal and child health, including an expanded program of immunization, is the largest single field of UNICEF activity (amounting to 52 percent of its total assistance). In 1978 UNICEF spent $74.7 million for health programs, including water supply, in 103 countries.

UNICEF Aid

UNICEF is cooperating in programs and providing assistance in the following countries and areas:

Afghanistan
Algeria
Angola
Bahrain
Bangladesh
Barbados
Belize
Benin
Bhutan
Bolivia
Botswana
Brazil
Burma
Burundi
Cape Verde
Central African Empire
Chad
Chile
Colombia
Comoros
Congo
Costa Rica
Cuba
Democratic Yemen
Djibouti
Dominica
Dominican Republic
Ecuador
Egypt
El Salvador
Equatorial Guinea
Ethiopia
Fiji
Gabon
Gambia
Ghana
Gilbert Islands
Grenada
Guatemala
Guinea
Guinea-Bissau
Guyana
Haiti
Honduras
India
Indonesia
Israel
Ivory Coast
Jamaica
Jordan
Kenya
Lao People's Dem. Rep.
Lebanon
Lesotho
Liberia
Madagascar
Malawi
Malaysia
Maldives
Mali
Mauritania
Mauritius
Mexico
Mongolia
Morocco
Mozambique
Nepal
New Hebrides
Nicaragua
Niger
Nigeria
Oman
Pakistan
Panama
Papua New Guinea
Paraguay
Peru
Philippines
Republic of Korea
Rwanda
St. Kitts-Nevis-Anguilla
Samoa
Sao Tome and Principe
Senegal
Seychelles
Sierra Leone
Socialist Rep. of Viet Nam
Solomon Islands
Somalia
Sri Lanka
Sudan
Surinam
Swaziland
Syrian Arab Republic
Thailand
Togo
Tonga
Tunisia
Turkey
Tuvalu
Uganda
United Rep. of Cameroon
United Rep. of Tanzania
Upper Volta
Yemen
Zaire
Zambia

UNICEF has UNIPAC in Denmark—a central warehouse of essential supplies commonly required in emergencies that can be shipped immediately throughout the world.

UNICEF depends entirely on voluntary contributions to finance its work. UNICEF does not share in the United Nations budget. Approximately three-quarters of its income comes from voluntary contributions by governments. The remainder comes from the general public: through greeting card sales and varied fund-raising efforts of volunteers—individuals and groups, adults and children.

During 1978, UNICEF's activities were supported by voluntary contributions from 125 countries and areas. UNICEF's total revenue for 1978 was 211 million dollars.

UNICEF and the countries it aids cooperate as partners at every stage of every UNICEF-assisted project. On the basis of careful studies of its major needs, circumstances and goals, each government sets its own priorities. UNICEF, as special advisor and children's advocate, helps both to plan and to implement mutually agreed-on projects.

The citizens of the assisted communities themselves should be involved in all aspects of the programs. The willingness of the people to volunteer their labor to build a school, dig a well, and to give of their time to help run a day care center is the important element that often spells the difference between success and failure.

IYC—and Beyond

In 1976, when the UN General Assembly proclaimed 1979 the International Year of the Child, it stressed the importance of the unreserved support of governments, organizations and individuals alike in generating action for children to continue far beyond 1979.

The ultimate goal of IYC is a permanently higher level of concern for children, reflected in increased budget for basic services to children, improvement of living standards, and the achievement of clearly defined targets by the year 2000, as determined by the needs and priorities of each country.

This will generate a need for external assistance of a scale that UNICEF cannot possibly provide. But it is clearly UNICEF's responsibility as "lead agency" for the Year to help create programs that can drastically improve the fate of new generations of children. To do this, UNICEF will need increased funds to contribute to the total effort. For UNICEF, **every** year is the year of the child, and therefore IYC should be regarded not as an end in itself, but as a new beginning.

Education

1. While the developed world enjoys nearly universal primary school enrollment, only 62 percent of the children six to 11 years of age were attending school in the developing countries in 1975.

2. In the poorer countries of Africa and Asia, on the average, only one-third of the children remain enrolled through primary school, and the dropouts retain little knowledge from their brief period of schooling.

3. In some countries, less than 10 percent of girls of primary school age attend school.

In 1978 UNICEF:

—provided stipends for refresher training of some 69,400 teachers—over 47,000 of them primary school teachers.

—helped to equip more than 90,000 primary schools, secondary schools and teacher-training institutions, and 1,800 vocational training centers, with modern teaching aids—including maps, globes, science kits, blackboards, desks, reference books and audiovisual materials.

—assisted many countries to prepare textbooks locally through printing units, book binding, and the provision of paper.

In 1978 UNICEF spent $29.7 million (21 percent of its total assistance) to help governments develop formal and non-formal education programs—mainly at the primary level—in 92 countries.

Special Assistance

The plight of the world's poor is often tragically compounded by natural disasters, epidemics and political strife. Their precarious situation creates an acute need for special assistance in addition to what can be provided from UNICEF's general resources. UNICEF's special assistance is designed to alleviate the immediate predicament of children and mothers, while also moving from emergency relief activities into long-range rehabilitation operations of lasting impact. In 1978, UNICEF provided over $20 million for emergency relief and rehabilitation in Afghanistan, Bangladesh, Djibouti, India, Laos, Lebanon, Maldives, Sri Lanka and Thailand.

Child Nutrition

1. It is estimated that up to one billion people in the developing world today are affected by malnutrition.

2. Of the world's malnourished millions, many who escape death by starvation face life with irreversibly stunted bodies and minds. Significant undernutrition affects as many as 50-60 percent of the children in poor countries.

3. Pregnant women and nursing mothers are a particularly vulnerable group. Dietary deficiencies during childhood, and later during pregnancy and lactation, harm both mother and infant. Thus, undernutrition among girls today imperils the health of the next generation.

In 1978 UNICEF:

—helped to expand applied nutrition programs in 72,300 villages, equipping nutrition centers and demonstration areas, community and school orchards and gardens, fish and poultry hatcheries, and seed production units.

—provided stipends to train 24,300 village-level nutrition workers and high-level nutrition personnel.

—helped to evolve new methods to promote breast-feeding and to discourage artificial feeding—particularly in regions where the economic level provides neither adequate nutritional substitutes nor necessary sanitary conditions.

During 1978 UNICEF spent $11.6 million—8 percent of its total program assistance—for child nutrition projects in 67 countries. (In fact, this percentage is understated since many of UNICEF's activities in health, water supply, education, social welfare and emergency relief also contribute significantly to improving child nutrition.)

Social Service

1. By the year 2000, it is estimated that the number of urban poor will reach 350 million, of whom 124 million will be children under age five.

2. The energy of large numbers of out-of-school children lies unharnessed for lack of youth clubs and agricultural and vocational extension projects, which could train them to contribute to their communities and fulfill themselves through productive activities.

In 1978 UNICEF:

—supplied equipment to more than 5,300 child welfare and day care centers, 1,700 youth centers and clubs, and 3,200 women's centers or cooperatives.

—provided stipends to train 27,800 local, village and youth leaders to help organize basic services in their own villages and communities.

In 1978 UNICEF provided $9.8 million to assist the development of social services in 71 countries.

For more information

For more information about UNICEF's work, and activities in the United States to support UNICEF, write to:

Information Office
U.S. Committee for UNICEF
331 East 38th Street
New York, New York 10016
Telephone (212) 686-5522

or

Contact your local UNICEF Committee

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Administrative Offices: 331 East 38th Street, New York, N.Y. 10016. (212) 686-5522.

Information Center on Children's Cultures

A Service of the United States Committee for UNICEF

INDONESIA

These books and materials should be in larger schools and libraries. They can be ordered from the publisher or your local bookseller, but not from us. To locate current addresses, consult LITERARY MARKET PLACE or BOOKS IN PRINT.

Nonfiction

Baker, Elizabeth A. and Derwood G. Baker. THE STORY OF INDONESIA, #91417-1. Photographs. McCormick-Mathers, 1965. (Global Culture Series: Know Your World) 165p. $2.68; school price $2.00. Gr. 6-8.

Village and city life, religion, the arts, problems of a new nation are some of the topics presented in units of study with questions at the end of each. A puppet play, the *wayang kulit* is beautifully described and illustrated in an introduction to the country.

Gerst, Tom. INDONESIA IN PICTURES. (illus. w/photos) New York, Sterling/Oak Tree, 1970. 64p. paper $1.95; lib. bdg. $3.39. Gr. 5 & up.

Indonesia's history, geography, economy, and government are described in this book, along with the people and their religion, arts, festivals, and language.

Kartini, Raden Adjeng. LETTERS OF A JAVANESE PRINCESS. (Ed. by Hildred Geertz) New York, Norton, 1964. 246p. paper $3.95. Gr. 9 & up.

Born in Java in 1879, Kartini was one of the first girls to attend a school. Later a pioneer in the fight for the education of women in Java, she wrote these letters to her friends telling her feelings and ideas on this subject and many others.

Kolba, St. Tamara. ASIAN CRAFTS. (illus.) New York, Lion, 1972. (Dist. by Sayre Pub. Co., 111 E. 39 St., N.Y., N.Y. 10016) 63p. $5.95; lib. bdg. $5.49. Gr. 4 & up.

Instructions can be found for making a Rangda mask (Rangda is a goddess represented in Indonesian dances) and a bamboo leaf doll from Indonesia.

Poole, Frederick King. SOUTHEAST ASIA. (illus. w/photos) New York, Franklin Watts, 1973. 90p. $3.90. Gr. 7-9.

Portion on Indonesia surveys the economic and political life of the country in the context of the geographic region.

Smith, Datus C., Jr. THE LAND AND PEOPLE OF INDONESIA. (illus.) Philadelphia, Lippincott, 1972. (Portraits of the Nations Series) 125p. $7.95. Gr. 6-10.

Covers Indonesia's geography, history, resources, religions, language and education, the arts, the people and their way of life. Emphasis is on Indonesia's struggle for independence and developments which followed.

Steinberg, Rafael. PACIFIC AND SOUTHEAST ASIAN COOKING. New York, Time-Life Books, 1970. lib. bdg. $11.95 (Order from Silver-Burdett, Div. of General Learning Co., 250 James St., Morristown, N.J. 07960.)

"Indonesian tour: from hot to sweet" is a chapter in this volume which relates a gourmet's tour of Indonesia and comments on its varied styles of eating and cooking. Text is for adults, color photos for all. A spiral recipe book accompanies the volume.

Weatherbee, Donald. ANCIENT INDONESIA AND ITS INFLUENCE IN MODERN TIMES. (illus. w/ photos and contemporary prints) New York, Franklin Watts, 1974. 84p. lib. bdg. $4.90. Gr. 5-10.

A clear presentation of Indonesia's history from Java Man and the Old Stone Age through ancient dynasties to the Islamic influence and the modern period. Many excellent photos illustrate the effect of the country's ancient society, traditional religion and arts on its modern civilization.

Fiction and Folklore

FOLK TALES FROM ASIA FOR CHILDREN EVERYWHERE: Book 3. (illus.) Sponsored by the Asian Cultural Center for UNESCO. New York, Weatherhill, 1976. (Dist. by Charles E. Tuttle, 28 S. Main St., Rutland, Vt. 05701.) 59p. $5.95. Gr. 3-6.

This collection of traditional tales from various Asian countries includes "The Clever Mouse-Deer" in which this small Indonesian animal outwits his enemies, the tiger and the crocodile, but is finally tricked by a tiny snail. Book 6 (also $5.95) of this series includes "The Kidnapped Boy" who also uses his wits to fool his kidnapper.

Masters, Elaine. ALI AND THE GHOST TIGER. (illus.) Philadelphia, Westminster Press, 1970. 154 p. Gr. 5-8.

Ali, an Indonesian village boy, works in the fields with his father and goes to school in the afternoons, but his mind is really on the ghost tiger and the deadly fever that is its weapon. He learns to confront his fear of the "tiger" and to value education when his mother is treated and saved during an attack of malaria. Beautiful illustrations and descriptions of village life. Out of print but available in some libraries.

MORE FESTIVALS IN ASIA. Sponsored by the Asian Cultural Center for UNESCO. New York, Kodansha, 1975. 66p. $6.95. Gr. 3-6.

An Indonesian boy describes his activities during the Moslem month-long fast of Ramadan and the festive holiday Lebaran that follows. This is one of nine stories about holidays written and illustrated by nationals of each country represented.

Other Materials

FOLK TALES FROM INDONESIA (#7102) Folkways Records, 701 7th Ave., New York, N.Y. 10036. 10" record (Children's Series) $6.98.

Weerasinghe, Christobel. INDONESIA: ITS MUSIC AND ITS PEOPLE. New York, Desto Records, 12 Warren St., N.Y., N.Y. 10007. Phonodisc-Mono D505: $7.98; cassette: $7.98.

With authentic music from the country, Mrs. Weerasinghe tells about the island nation of Indonesia.

Films and Filmstrips

FAMILIES OF ASIA. Six color filmstrips w/sound, eight min. each. Chicago, Encyclopaedia Britannica Educational Corp. With disc (No. 6910) or cassettes (No. 6910K) $86.95. Individual sound filmstrip units: $17.00. Teacher's Guide. Gr. 1-6.

Includes one filmstrip on a family of Java, as well as filmstrips about Bangladesh, India, Japan, Hong Kong, and Thailand. Not previewed.

INDONESIA: A TIME TO GROW. 16mm. color. 20 min. McGraw-Hill, 1970. Can be rented from Univ. of Illinois and Boston Univ. Film Libraries.

Centering around the trip to market of an Indonesian farmer and his 10-year-old son, the film presents sharp contrasts between farm and village life.

Slides

UNICEF in INDONESIA. U.S. Committee for UNICEF, 331 E. 38th St., N.Y., N.Y. 10016. 20 color slides with commentary, 1979. $3.00.

Shows the lives of children in Indonesia and the work of UNICEF on their behalf.